DOCUMENT RESUME

ED 117 520 CE 006 200

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TITLE A Planning Guide for Developing the ESL/ABE Instructional Program. Book 3. Handbook for the ESL/ABE Administrator.
INSTITUTION Bilingual Education Service Center, Arlington Heights, Ill.; Northwest Educational Cooperative, Palatine, Ill.
SPONS AGENCY Illinois State Office of Education, Springfield. Adult and Continuing Education Section.
PUB DATE Jun 75
NOTE 46p.; For related documents, see CE 006 198-199

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS *Administrator Guides; *Adult Basic Education; Communication Skills; Course Objectives; Course Organization; Curriculum Development; Educational Objectives; Educational Programs; *English (Second Language); General Education; *Program Content; Program Development; *Program Planning; Textbooks

ABSTRACT

The planning guide for developing Adult English as a Second Language Programs focuses on implementing six goals relating to: utilizing community resources, utilizing communication skills, participating in community networks, utilizing occupational advancement opportunities, functioning in multi-cultural life styles, and functioning at individual rate, capability, and interest levels. The guide's seven sections cover the following areas: general knowledge areas content, general knowledge areas sample objectives, instructional objectives in communication skills, a sample 12-week program design, a scope and sequence for curriculum development, an annotated list of Adult English as a Second Language examinations, and a partial selection of commercial textbook.. (JR)

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HANDBOOK FOR THE ESL/ABE ADMINISTRATOR

A PLANNING GUIDE FOR DEVELOPING THE ESL/ABE INSTRUCTIONAL PROGRAM: BOOK THREE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ENGLISH AS A SECOND LANGUAGE FOR ADULTS
ILLINOIS ESL/ABE SERVICE CENTER
ARLINGTON HEIGHTS, ILLINOIS

HANDBOOK FOR THE

ESL / ABE ADMINISTRATOR

A PLANNING GUIDE FOR DEVELOPING THE

ESL / ABE INSTRUCTIONAL PROGRAM

BOOK 3

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The development of this handbook was funded under a special project grant to the Northwest Educational Cooperative from the Illinois Office of Education, Department of Instruction, Adult and Continuing Education Section. The opinions expressed in this publication do not necessarily reflect the position or policy of the Northwest Educctional Cooperative or the Illinois Office of Education, Department of Instruction, Adult and Continuing Education Section, and no official endorsement should be inferred.

BILINGUAL EDUCATION SERVICE CENTER

Arlington Heights, Illinois

June 1975

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3. A PLANNING GUIDE FOR DEVELOPING THE ESL/ABE INSTRUCTIONAL PROGRAM

The following six goals are basic elements in an ESL/ABE program. This planning guide is intended to aid you and your staff in developing and implementing these goals.

GOAL 1: ADULTS IN THE ESL/ABE PROGRAM WILL EFFECTIVELY UTILIZE COMMUNITY RESOURCES TO MEET THEIR IMMEDIATE AND EXPANDING NEEDS.

To achieve this goal the program will:

- provide each student with a functional knowledge of the range of services available in the community
- enable each student to understand the functions of at least twenty community services
- enable each student to utilize independently or in groups each of the services available in the community
- provide each student with an opportunity for personal interaction with a personal representative of at least half of the twenty service agencies identified by the student

GOAL 2: ADULTS IN THE ESL/ABE PROGRAM WILL EFFECTIVELY UTILIZE COMMUNICATION SKILLS IN THEIR DAILY LIVES.

To achieve this goal the program will enable the student to:

- listen to varieties of spoken-English and act acceptably, effectively and functionally in the English-speaking society at least 80% of the time
- speak in a variety of situations and act acceptably, effectively and functionally in the English-speaking society at least 80% of the time
- read from a variety of English sources and act acceptably, effectively and functionally in the English-speaking society at least 80% of the time
- write for a variety of purposes in a manner acceptable, effective and functional in English-speaking society at least 80% of the time

GOAL 3: ADULTS IN THE ESL/ABE PROGRAM WILL PARTICIPATE EFFECTIVELY IN A NETWORK OF COMMUNITIES AND CARRY OUT THE DAILY AFFAIRS OF LIFE WITH SELF-CONFIDENCE.

To achieve this goal the program will enable the student to:

- carry out consumer affairs with approximately 80% efficiency
- carry out the daily affairs of earning a living with approximately 80% efficiency
- carry out the affairs of home and family life with approximately 80% efficiency
- carry out the daily affairs of health and safety with approximately 80% efficiency
- participate in the daily affairs of government and law with approximately 80% efficiency

- participate in a variety of leisure time activities with approximately 80% efficiency
- carry out the daily affairs required by the technological culture with approximately 80% efficiency
- participate in a multiplicity of cultural patterns and life-styles with approximately 80% efficiency

GOAL 4: ADULTS IN THE ESL/ABE PROGRAM WILL IDENTIFY AND UTILIZE OPPORTUNITIES FOR OCCUPATIONAL/PROFESSIONAL ADVANCEMENT.

To achieve this goal the program will enable the student to:

- secure employment in accordance with individual needs, interests and training
- identify sources of employment information
- identify job categories, minimum requirements and job desirability
- identify and utilize training and guidance services
- meet employment requirements such as applications, interviews and behaviors

GOAL 5: ADULTS IN THE ESL/ABE PROGRAM WILL UNDERSTAND AND EFFECTIVELY FUNCTION IN A VARIETY OF MULTI-CULTURAL LIFE STYLES.

To achieve this goal the program will enable the student to:

- identify the essential values of various cultures and sub-cultures in the United States
- predict accurately the effects of particular patterns of behavior
- behave so as to achieve a specific, desired purpose
- understand the historical and social background of the English-speaking society

GOAL 6: ADULTS IN THE ESL/ABE PROGRAM WILL FUNCTION AT THEIR OWN RATE, CAPABILITY AND INTEREST LEVELS.

To achieve this goal the program will enable the student to:

- develop personal needs assessment
- work on individualized materials
- utilize content materials appropriate to his individual situation
- evaluate the impact of the program upon his personal needs
- formulate revisions in the program content

In developing a program to meet your written goals you will need to include each of the six sections outlined here. How you develop the section is best determined by you, your staff and your students. Each program is encouraged to develop its own best means of reaching the six goals. Thus you should feel free to expand the objectives given as your situation requires.

In utilizing the guide, the following procedure is suggested:

1. Consult section 3.1, choosing the necessary content areas to be included
2. Consult section 3.2, articulating the performance objectives required to achieve mastery of the content areas
3. Consult section 3.3, to determine the communication skills to be learned
4. Consult section 3.5, to determine a scope and sequence to be followed for developing the skill areas
5. Consult section 3.6, to identify the test(s) needed to place students in classes which they can handle
6. Consult section 3.7, to identify a variety of commercially available texts

We strongly urge that Goals 1 and 2 be a part of all programs.

3.1 GENERAL KNOWLEDGE AREAS – CONTENT

The following content areas are suggested. Others should be added or substituted to fit the needs and concerns of individual students and local situations.

3.1.1 EARNING A LIVING

Occupations
Names of factories
Trade terminology
Basic vocabulary for occupations of each student
Social Security
Licenses needed
Technological advances in trades represented in class and in locality
Jobs available to adults
How tofjnd a job—word-of-mouth, ads, agencies, etc.
How to apply for a job—letter, phone, interview
Filling out an application blank
How to hold a job—appearance, customs, relations with others
How to advance on the job
Unions—dues, card, manager or shop steward
Pensions, annuities
W-4 forms, W-2 forms
Withholding taxes
Compensation
Health insurance
Blue Cross, etc.
Coffee breaks
Payroll deductions
Vacation with pay
Reporting income—making out income tax forms
Retirement preparation
Unemployment insurance
Payday—cash, check, etc.
Income tax
Others

3.1.2 CONSUMER AFFAIRS

Names of simple, staple food items; native foods
Kinds of stores for food and other purchases; how they operate and advantages of each
Food contracts—food plans
Basic shopping rules
Weights, sizes, brands, grade labeling
Sizes of clothing—men's, women's and children's
Standard sizes for household supplies, sheets, curtains, rugs, etc.
Measuring the home for rugs, curtains, etc.
Consumer protection; laws—local, state, and federal
Standard brands—weights and measures; food and drug laws—Better Business Bureau, Division of Consumer Frauds
Paying for purchases—charge accounts, installment buying, C.O.D., cash, contracts, credit, loans, etc.
Sales tax
Savings accounts, loans, mortgages
Writing checks—deposit and withdrawal slips or forms
Taxes on certain items—local, state and federal
Coins—recognition and use
Intelligent buying—planning ahead
Influence of advertising—newspapers, radio, TV; how to read an ad
How consumers influence producers
Borrowing money—financing purchases

3.1.3 HOME AND FAMILY LIFE

Homemaking—table setting, holding a party, entertaining guests
Planning—talking things over with members of family
Etiquette
Housekeeping—garbage disposal, etc.
Renting, buying a house, apartment
Leases
Contracts
Loans, mortgages
Budgeting
Insurance—fire, theft, etc.
Taxes
Schools—PTA
Collections and drives in town, types of house visitations to expect in connection with local drives
Baby care
Food processing
Songs to sing at home with the family—"Happy Birthday," etc.
Children's allowances
Getting a baby-sitter
Family relationships
Customs and manners in the home
The working mother
Other

3.1.4 HEALTH

First-aid, home supplies, home remedies
Food conservation—how to store food at home; signs of decay, reasonable storage time
Preventive information—local/state health authorities; polio, flu, TB, cancer, etc.
First-aid rules
How to get a doctor
How to get an ambulance
How to help in an emergency—self-help; neighbor-help
Local and county medical services available
Phone number of local fire, police, health services, ambulance
Insurance—Blue Cross; other
Fire safety
Regular visits to doctor, dentist, clinic
Care of the eyes
Care of the feet
Nutrition—basic foods, planning meals, etc.
Public health and safety
Home accidents
What to do if you have an accident at home or in the street
What to do if you see an accident
Basic driving rules
Basic rules for pedestrians
Local traffic regulations
State driving rules—throughway, etc.; speed limits, etc.
Dangers—signs of use of drugs, alcohol
Other

3.1.5 GOVERNMENT AND LAW

Awareness of governmental functions, agencies and regulations
Awareness of individual rights and obligations under the law
Relationship between the individual and the legal system
Legal papers, services which are needed
Comprehend the legal tax system
Voting requirements for citizens—first voters, registration procedures, residence requirements

3.1.6 LEISURE TIME

Utilizing educational opportunities
TV and radio programs
Picnics and outings
Hobbies—stamps, bowling, etc.
Making money at home
Plans for retirement
Music appreciation—concerts, recordings, etc.
Sports—basketball, soccer, hockey, tennis, bowling, etc.
Art appreciation
Recreation—types and facilities available; charges, if any, days and hours

Reading for pleasure
Opportunities for social service, campaigns, drives, etc.
How to dress for various events, etiquette
Requirements or regulations for various activities—ball game in the park
PTA and other clubs in town; who is eligible for membership
Clubs and activities for the children—Scouts, etc.
Local community resources—library, county agent, etc.
Baby-sitting
Other

3.1.7 TECHNOLOGY

A vocabulary of new words—missile, rocket, etc.
Viruses
Medical research—vaccines, polio, etc.
Wonder drugs—penicillin, antibiotics
People responsible for these advances—Pasteur, Salk, etc.
Telephone
Television
Radar
Radio
Oil and petroleum, responsible for a multitude of products in everyday use—plastics, nylon, etc.
Atomic energy—peacetime usage, etc.
Electrical appliances in the home
Air travel—planes, jets, etc.
Moon and space travel and landing
Satellite transmission of telecasts
Transplants
Other

3.1.8 MULTI-CULTURAL PATTERNS / LIFE STYLES

Historical background of the target culture
Holidays
Social problems, customs, idioms
Clothing
Eating customs
Recreation
Family roles
Religion
Mores
Sex roles
Emotions

3.2 GENERAL KNOWLEDGE AREAS – SAMPLE OBJECTIVES

3.2.1 CONSUMER AFFAIRS

Given up to 100 hours of instruction, a student in *Group I* should be able to listen, speak,

read and write about consumer education with about 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Count up to one hundred; count in sets of 2's, 5's, and 10's.
3. Define and abbreviate terms dealing with simple measurements—such as: dozen, pound, yards and inches.
4. Give change, accept change, and identify American coins and bills.
5. Read simple signs in stores, such as IN, OUT, SALE, 6 items or less, etc.
6. Read the label on canned goods.
7. Read advertisements and compare prices, weights and quality.
8. Follow directions on recipes and produce acceptable results.

Add others that would be appropriate for your specific class.

3.2.2 CONSUMER AFFAIRS

Given up to 100 hours of instruction a student in *Group II* should be able to listen, speak, read and write about consumer affairs with 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Write a check.
3. Make items of clothing using dress patterns, altering patterns and learning to conserve yardage by making purchases in fractional lengths.
4. Distinguish between opinion and fact, truth and propaganda, and minimum fact and exaggeration.
5. Use the facilities of the public library to locate books and other materials on food, health, sewing, nutrition, etc.
6. Adjust and write up the alterations on a dress pattern, variations of a recipe, directions on knitting a sweater, etc.
7. Work out problems in time payment, cash sale, interest, discount, etc.
8. Keep a record of allowances, expenditures, savings, etc. with the family as a regular part of home management.
9. Use for class items appearing in the local newspapers, radio and TV that pertain to efficient operation of household chores, nutritional value of various food items, pro and con of using insecticides in the homes, etc.

Add others that would be appropriate for your specific class.

3.2.3 CONSUMER AFFAIRS

Given up to 100 hours of instruction a student in *Group III* should be able to listen, speak, read and write about consumer affairs with 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Explain the meanings of the various seals of approval on items found in the stores, such as *UL Approved, U.S. Department of Agriculture Approval, Good Housekeeping Seal of Approval,* and *Motor Trend Award.*

3. Identify and explain the various ratings used to establish quality control, such as USDA PRIME, USDA CHOICE, USDA GOOD, and USDA FAIR, and the EXTRA FANCY, FANCY, GOOD, CHOICE and FAIR.
4. Identify the functions and discrimate the various agencies that help to maintain standards and quality control of goods, such as *U.S. Department of Agriculture, Office of Consumer Protection,* and the *BBB (Better Business Bureau).*
5. Figure out the advantages and disadvantages of long-term monthly payment plans.
6. Discuss concerns pertaining to the various taxes such as sales tax, income tax, and property tax.

Add others that would be appropriate for your specific class.

3.2.4 CONSUMER AFFAIRS – NUMBERS AND MONEY

Given up to 100 hours of instruction a student in *Group I* should be able to listen, speak, read and write about numbers and money with 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Write numbers and spell numbers up to 100; for instance, *12* or *twelve.*
3. Identify American currency and coins and give change correctly.
4. Count in sets of 2's, 5's, and 10's.
5. Read the Roman numerals on the face of a clock.
6. Convert number words into Arabic numerals, such as *three thousand, two billion,* etc.

Add others that would be appropriate for your specific class.

3.2.5 CONSUMER AFFAIRS – NUMBERS AND MONEY

Given up to 100 hours of instruction a student in *Group II* should be able to listen, speak, read and write about numbers and money with about 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Write words pertaining to numbers and/or measurements, such as *foot, cups, eleven miles,* etc.
3. Abbreviate measurement terms and numbers and/or read abbreviations.
4. Count in sets of 3's, 4's, 6's, 7's, 8's, and 9's.
5. Read and write the time on the face of the clock.

Add others that would be appropriate for your specific class.

3.2.6 CONSUMER AFFAIRS – NUMBERS AND MONEY

Given up to 100 hours of instruction, a student in *Group III* should be able to listen, speak, read and write about numbers and money with about 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Figure wages, salaries, overtime, etc., as they affect the individual.
3. Fill out simple tax forms and monthly payment forms.
4. Use all the services offered by the banks, such as: savings, checking account, and loans.
5. Use fractions, fractional parts and percentages in altering recipes, sewing clothes or measuring dimensions.

Add others that would be appropriate for your specific class.

3.2.7 FAMILY AND SELF

Given up to 100 hours of instruction, a student in *Group I* should be able to listen, speak, read and write about his family and himself with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to family and self.
2. Identify the members of the immediate family, such as *mother, father, sister, brother, baby,* etc.
3. Describe other relatives of the family.
4. Describe the home, occupation, grade in school, special talent of members when asked.
5. Describe the types of activites that they participate in as a family.
6. Plan and assist in a family party.

Add others that would be appropriate for your specific class.

3.2.8 FAMILY AND SELF

Given up to 100 hours of instruction a student in *Group II* should be able to listen, speak, read and write about his family and himself with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to family and self.
2. Identify and describe each member of the family with specific details that make each member unique.
3. Get family participation in PTA, church functions and community endeavors.
4. Discuss simple experience stories involving family members in informal gatherings.
5. See his position and role in the family with the duties that go with them.

Add others that would be appropriate for your specific class.

3.2.9 FAMILY AND SELF

Given up to 100 hours of instruction, a student in *Group III* should be able to listen, speak, read and write about his family and himself with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to family and self.
2. Write and submit an autobiography written in narrative style.
3. Assist other members of the family in as many areas as possible.
4. Write and describe the aspirations of the other members of the family.

Add others that would be appropriate for your specific class.

3.2.10 GREETINGS AND CONVERSING – ALL CONTENT AREAS

Given up to 100 hours of instruction, a student in *Group I* should be able to listen, speak, read and write about greeting and conversing with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory for interpersonal communications.
2. Greet one's own friends in English, using expressions such as "Hello," "How are you," "Hi," etc.
3. Introduce friends to each other.
4. Offer and graciously accept greetings, sympathy and congratulations when necessary.
5. Answer the telephone and converse in English informally.
6. Make and change appointments by telephone or in person.
7. Ask simple questions using sentences with verb beginnings, such as *do, did, where, what,* and *why.*
8. Give name, address, telephone number, zip code and social security number with accuracy.

Add others that would be appropriate for your specific class.

3.2.11 GREETING AND CONVERSING – ALL CONTENT AREAS

Given up to 100 hours of instruction, a student in *Group II* or *Group III* should be able to listen, speak, read and write about greeting and conversing with others with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory for interpersonal communications.
2. Describe informally relationships such as aunt, sister-in-law, niece, nephew, grandchild, and cousin.
3. Lead, plan, and assist in organizing a party.
4. Discuss a recent movie when talking among friends.
5. Serve as an usher, receptionist, or guide.
6. Speak acceptably with particular attention to verb aggreement and tense.
7. Participate actively in community functions, meetings, clubs, etc.
8. Use conversational idioms such as, *"I'm broke," "It's a lemon,"* and *"Let's knock off."*

Add others that would be appropriate for your specific class.

3.2.12 EARNING A LIVING

Given up to 100 hours of instruction, a student in *Group I* should be able to listen, speak, read and write about jobs and job training with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to earning a living.
2. Fill out a simple application form.
3. Answer oral interview questions.
4. Read the want-ad section in the daily newspapers.
5. Talk about previous positions, employer, firm, wages, etc.
6. Discuss hours of work, days of the week, duties, overtime, etc.
7. Talk about benefits other than wages.
8. Discuss short and long term occupational goals.
9. Describe strengths and limitations.

Add others that would be appropriate for your specific class.

3.2.13 EARNING A LIVING

Given up to 100 hours of instruction, a student in *Group II* or *Group III* should be able to listen, speak, read and write about jobs and job training with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to earning a living.
2. Discuss previous academic, professional or vocational training as appropriate.
3. Describe previous work experiences.
4. Ask questions about wages as they relate to his family responsibilities.
5. Name references that would know about his job performances.
6. Answer questions pertaining to his general health condition.
7. Discuss short and long term academic, professional or occupational goals.
8. Describe strengths and limitations.

Add others that would be appropriate for your specific class.

3.2.14 HEALTH – SAFETY

Given up to 100 hours of instruction a student in *Group I* or *Group II* should be able to listen, speak, read and write about safety with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to mental and physical health and safety.
2. Administer ..mple first-aid measures until appropriate medical assistance arrives.
3. Put together a basic first-aid kit.
4. Compile a listing of places to call for emergency assistance such as: fire department, police department, poison clinic, city and county emergency hospital and ambulance services and the American Red Cross.

5. Read safety precautions on labels.
6. Read and explain posters and pamphlets on safety and health.

Add others that would be appropriate for your specific class.

3.2.15 HEALTH

Given up to 100 hours of instruction, a student in *Group II* or *Group III* should be able to listen, speak, read and write about safety with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to mental and physical health and safety.
2. Know basic medical and physiological terminology.
3. Be able to follow doctor's directions.
4. Be able to read and follow directions on prescriptions.
5. Understand basic physical needs.
6. Understand basic preventive measures for accidents, illness and injury.
7. Identify and use basic local health services.

Add others that would be appropriate for your specific class.

3.2.16 HEALTH – SIGNS AND WHAT THEY SAY

Given up to 100 hours of instruction, a student in *Groups I, II* and *III* should be able to listen, speak, read and write about signs and what they mean with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to mental and physical health and safety.
2. Become familiar with traffic and road signs, such as GO, STOP, WALK, CROSSWALK, SLOW, etc.
3. Become familiar with directional signs such as north, south, east and west.
4. Read safety and fire signs in buildings such as auditoriums, arenas, cafeterias, etc.
5. Distinguish signs by their international signs and shapes, such as NO PARKING, RAILROAD CROSSING, and GO SLOW.
6. Read and follow instructions on medical and drug labels.

Add others that would be appropriate for your specific class.

3.2.17 LEISURE TIME – CONTINUING EDUCATION

Given up to 100 hours of instruction, a student in *Group I* or *Group II* should be able to listen, speak, read and write about education with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory to make effective use of leisure time through continuing education.
2. Apply and/or register for class work with minimum assistance from others.

3. Ask simple questions about classes, teachers, schedules, rooms, books.
4. Ask for definition, direction or information by phone or in person.
5. Give specific reasons for coming to class.
6. Explain educational needs to the teacher for assistance.
7. Describe the location, the purpose and curriculum of the program.

Add others that would be appropriate for your specific class.

3.3 FSL/ABE INSTRUCTIONAL OBJECTIVES – COMMUNICATION SKILLS

3.3.1 LISTENING / SPEAKING

Group I

To greet one's own friends in English correctly.
To say the days of the week and the months of the year correctly.
To ask for directions in English.
To give the correct time in English orally.
To ask for help in case of emergency
To say the letters of the alphabet correctly.
To produce sounds not found in their native language, but existing in English.
To count out loud up to one hundred; also being able to count in sets of 2's, 5's, and 10's.
To work together with others.
To ask simple questions about class, family, friends, etc.
To identify objects around the school, classroom, home, etc.
To go to the supermarket and shop alone.
To give change, accept change, and identify American coins.
To introduce friends to each other.
To accept and offer sympathy, greeting, and congratulations when necessary.
To listen to others and mimic spoken English as said by others.
To make appointments, change appointments, arrange for a change; all these things by telephone or in person.
To ask for definition, direction, and/or information by telephone, person-to-person.
To describe accurately their home, family, etc.
To talk about one's occupation, employer, firm, etc.
To converse with friends *entirely* in English.
To talk informally with friends about *health, sickness, weather, family and relatives.*
To use proper English phrasing, intonation, and rhythm.
To say most of the colors.

These objectives are intended as a guide for the various groups. Instruction should not be limited to these areas.

Group II

To give sample words for each of the different vowel sounds (hate, hat, above, father, fur, feet, fed, etc.)
To ask questions beginning with *Can, May, What, Why, When, Where,* etc.
To discuss in class news items appearing in the local newspaper, radio, or TV.
To repeat and follow directions given orally.
To describe relative relationships, such as *aunt, uncle, mother-in-law, brother,* etc.

To discuss money problems, allowance, etc.
To conduct a class meeting when requested.
To give an oral report in front of the class when called upon.
To demonstrate and explain a simple task when so requested by the teacher.
To read large numbers orally when necessary.
To lead, plan, and assist in organizing a party.
To join in and discuss a recent movie when talking among friends.
To distinguish minimal pairs.
To discuss the various kinds of measurements, such as linear, time, weights, etc.
To hear the difference between written and spoken English, learning and practicing blending of words together when speaking.
To speak at public functions.
To actively participate in community functions, meetings, clubs, etc.
To speak in English as often as possible, regardless of errors.
To give and receive constructive criticisms.
To understand and use common English idioms such as, *"I'm broke," "Take-off."*
To speak correctly as far as verb agreement is concerned.
To use past tense correctly.

Group III

To use American idiomatic expressions with ease.
To use the dictionary to verify pronunciation.
To identify and produce difficult blends (*str, shr, fr, tr, spr,* etc.).
To chair a meeting.
To think in English so that sentence structure does not come out non-English.
To listen accurately.
To select the right word when conversing so that there will be no misunderstanding.
To increase vocabulary regularly.
To meet each new social situation by understanding what to do.
To speak until understood.
To participate in class role playing.
To use courteous, exact and concise language when speaking, interrupting and/or criticizing.
To answer most questions accurately with ease.
To speak extemporaneously.
To reorganize a large social function.

3.3.2 READING

Group I

To read different traffic signs and be able to act accordingly.
To read and identify words pertaining to addresses (street, lane, alley, dead-end).
To read and understand simple health terms (medicine, prescription, doctor, nurse).
To use correct intonational patterns when reading.
To read the alphabet in sequential order.
To read the date, time, and day correctly (such as *Monday, August 23, 1975*).
To read simple experience stories about class, family, work.
To read the labels on canned goods and purchase items wisely.
To read advertisements and compare prices, market wisely, and compare weights.
To read and follow directions on recipes and produce acceptable end products.

To read, comprehend and follow road maps, etc.
To read and comprehend bus, train and airplane schedules.
To use and understand the simple elementary dictionary to locate information.
To understand abbreviations.
To read and comprehend directions on box mixes (Jello, hot rolls, cookies, etc.).
To read and comprehend what is a real marked-down price and a bargain.
To sound out new words correctly.
To use the public library facilities.
To read for different purposes.

Group Ii

To read in thought groups, stopping when necessary and following punctuation marks.
To use the various sections of the newspaper to find information quickly.
To pronounce new words by using syllabication.
To read and understand news articles, advertisements, signs, labels, directories, catalogs.
To read and understand maps: city maps, world maps, community maps, etc.

Group III

To use general reference texts with skill in locating information needed (encyclopedia, gazetteer, atlas, biographical text, etc.).
To read and fill out application forms.
To recognize misspelled words.
To read aloud numbers running into millions, hundred thousands, etc.
To identify all the different types of reading materials such as store signs, traffic signs, recipes, books, magazines, newspapers, maps, globes, directions, labels, etc.
To re-group and re-phrase words for better understanding.
To identify the different parts of a book.
To read comics, cartoons, cartoon captions, map legends, footnotes, bibliographies, indexes, glossaries, and tables of contents.
To skim, read aloud, read silently.
To use reference texts.
To improve comprehension by using contextual clues.
To interpret and understand simple graphs and maps.
To read in English for enjoyment.
To work for self expression.
To read for purposes other than enjoyment alone.
To read and interpret new materials.
To place events in chronological order, alphabetical order, and numerical order.
To read literature with real attempt to understand the content.
To vary reading material, fiction, "how to" books, travelogues, mysteries, biographies, etc.
To use syllabication to attempt pronunciation of new words.
To read for information, fact, and statistics.

3.3.3 WRITING

Group I

To write name, address, telephone number, zip code, etc.

To fill out a simple application form correctly.
To write the letters of the alphabet in manuscript capitals.
To write the letters of the alphabet in manuscript small letters.
To write the letters of the alphabet in cursive capitals.
To write the letters of the alphabet in cursive small letters.
To tell and write time correctly.
To write numbers in dollars and cents.
To write numbers from one to one hundred.
To write numbers in sets of 2's, 5's, 10's.
To write the days of the week and the months of the year correctly.
To spell simple one-syllable words.
To start all sentences with a capital letter.
To put the proper punctuation mark at the end of a sentence.
To write numbers, large and small, up to a million.
To write a personal check.
To write brief letters.
To use the dictionary to check on spelling and meaning.
To use the common punctuation marks correctly.

Group II

To spell acceptably.
To write simple descriptive paragraphs.
To change a paragraph written in present tense to past tense.
To understand what a paragraph is and write short compositions using two paragraphs.
To address an envelope correctly, using abbreviations when needed.
To use the dictionary to check on correct spelling.
To write special and business letters.
To spot misspelled words and know how to correct them.
To write a short autobiography using guide questions.
To use the following punctuation marks correctly: comma, period, question mark, colon, semicolon, quotation marks, exclamation point, etc.
To change items from singular to plural.
To write some things in outline form.
To make graphs and charts.
To use capitals correctly at the beginning of sentences and for all proper nouns.
To use antonyms, synonyms and homonyms.
To use both short and long sentences in writing.

Group III

To take notes.
To write legibly and rapidly.
To write in outline form.
To do all types of writing.
To use syllabication to aid in pronunciation.
To use all punctuation marks correctly.
To write creatively and imaginatively.
To use prefixes, suffixes and abbreviations.

3.4 ESL/ABE SAMPLE 12-WEEK PROGRAM DESIGN 6 HOURS PER WEEK / 72 HOURS TOTAL

3.4.1 BEGINNING

WEEK	LESSON	OBJECTIVES	INSTRUCTIONAL MAT'L.	EVALUATION–PROOF
1-2	Introduction–Greeting–Conversation–Dialogue. Calendar–Months, Days, etc.	See Instructional Objectives–Language Skills.	Tchr. made materials. See attached book list. Use of appropriate games. *Live & Learn*, Noble & Noble.	Role play.
3-4	Reading, identifying the English alphabet letters in isolation and in sequential order.	Understanding and using the English alphabet in reading simple stories, labels, etc. Knowing alphabet in sequential order for use in locating words in the dictionary.	Tchr. made materials. Tchr. made samples. Tchr. reference: *English for Today, Book 1*). See attached book list. Tchr. reference: *How We Live*. Use of appropriate games.	Written test or tape.
5-6	Writing the alphabet letters in the following forms: capitals–script and manuscript, small letters in script and manuscript.	Ability to write the letters of the English alphabet to: (1) sign their names, (2) spell their addresses, etc.	Tchr. made practice materials. Tchr. samples. Tchr. demonstration. Use of appropriate games.	Writing alphabet or letter.
7-8	Filling out application forms and registration forms. Vocabulary necessary to successfully fill out forms.	Ability to register for night school with minimum assistance. Ability to fill in an application form correctly	Tchr. made samples. Tchr. made materials. Use of appropriate games.	Filling out an application.
9-10	Giving and following directions and telling time. Using the telephone.	See Instructional Objectives–Language Skills.	Tchr. made materials. Tchr. reference: (*English for Today, Book 1*). See attached book list. Telephone Directory, Workbook.	Moving clock hands to identify time.
11-12	Functional lessons arising from student interests, current events, etc. General Review.	Ability to watch and understand news on TV. American holidays, etc.	Use current newspapers, news magazines, etc.	Written test on log of news sources used.

3.4.2 ESL/ABE – INTERMEDIATE / ADVANCED

WEEK	LESSON	OBJECTIVES	INSTRUCTIONAL MAT'L.	EVALUATION–PROOF
1-2	Review learnings from family and relatives.	See Instructional Objectives–Language Skills.	See: *From Words to Stories,* Noble & Noble. Tchr. made materials.	Review vocabulary. Role play. Introduction. Vocabulary test.
3-4	Occupations–jobs and job training.	See Instructional Objectives–Language Skills.	Tchr. made materials. See: *Live & Learn,* Noble & Noble. See attached book list.	Oral interview. Identification of occupations. (Use of pictures or overhead projections, testing.)
5-6	Utilizing educational opportunities.	See Instructional Objectives–Language Skills.	See: *How We Live,* Noble & Noble. See: *From Words to Stories,* Noble & Noble. Tchr. made materials.	Role play. Comparing student world with that of lesson taught dialogue.
7-8	Self–Hobbies.	See Instructional Objectives–Language Skills.	Tchr. made materials. Samples of hobbies.	Reports by students. Possibly a hobby show; give talk about self.
9-10	Health.	See Instructional Objectives–Language Skills.	Tchr. made materials. Traffic signs. Prescriptions. Medical directions. First-aid signs.	Role play. Test review and list common health and traffic rules. Rules regarding poisons. Internat'l. traffic signs. Internat'l. health symbols
11-12	Functional lessons. General Review. Holidays.	Ability to use all materials covered in weeks 1-10.	All materials previously used. New forms of materials.	Role play. Test. Dramatizations. Community assignment.

3.4.3 ESL SPECIAL CONVERSATIONAL ENGLISH, BEGINNING / INTERMEDIATE

WEEK	LESSON	OBJECTIVES	INSTRUCTIONAL MAT'L.	EVALUATION–PROOF
1-2	Greetings. Conversation. Introduction. Registration-Interviewing.	See Instructional Objectives–Language Skills.	Tchr. made dialogues. Use tapes, make tapes. Prepare assortment of questions to ask for an interview.	Role play. Test.
3-4	Telephone usage. Marketing, consumer affairs. Using a laundromat. Asking for information.	See Instructional Objectives–Language Skills.	Tchr. prepared telephone conversation. Prepare situational dialogue using marketing, laundromat, doctor's appointment, etc.	Create situation role play.
5-6	Family. Self. Health, safety. Party.	See Instructional Objectives–Language Skills.	Student gives oral report to class. Students interview each other. Situational incidents. Red Cross posters.	Create situation role play.
7-8	Occupation. Banks and banking. Budgeting–time payment. Shelter (home, mortgage, rent, repairs, taxes, etc.).	Call in speaker. Take appropriate tours.	Listing of occupations. Consumer materials and money management. See: *Making the Most of Your Money*. Provide sample budgeting forms.	Situation: interview and discussion relating to: (1) Mortgage financing (2) Loans (3) Interests
9-10	Class. Recreation. Talents/Skills. Illness, emergency, etc.	See Instructional Objectives–Language Skills.	First-aid material. Local/state recreational brochures.	Create: (1) holiday skit, (2) an emergency requiring administering of first-aid.
11-12	Functional lessons. Shopping. Games/Sports. Hobbies.	Ability to use all areas covered in weeks 1-10.	Reporting to class on assigned topics. Using current issues, develop case approach to create dialogue.	Give a report on assigned topic. Invite and take a friend shopping. Explain and teach a friend a simple handcraft. Explain a simple game to a friend.

3.4.4 SPECIAL CONVERSATIONAL ENGLISH – INTERMEDIATE / ADVANCED

WEEK	LESSON	OBJECTIVES	INSTRUCTIONAL MAT'L.	EVALUATION–PROOF
1-2	Discussing news, sports, accidents, etc.	See Instructional Objectives–Language Skills.	Daily newspaper, weekly news magazines, local weekly press. Magazines: *Sports Illustrated, Newsweek.*	Bring magazines to our class, pick random topics, discuss.
3-4	Group buzz sessions: (1) Reporting (2) Role play (3) Planning	See Instructional Objectives–Language Skills.	Pamphlets issued by Adult Education Assn. of the U.S.A. Other human relations publications.	Discuss a universal topic: (1) Drugs (2) Election (3) Work (4) Traffic, etc.
5-6	Introducing and explaining a game.	See Instructional Objectives–Language Skills.	Elementary/Intermediate/ Advanced games with instructions.	Each student to teach one thing: (1) Game (2) Recipe (3) Sport
7-8	Planning a party. Visiting at a hospital. Attending a show, exhibit, etc.	See Instructional Objectives–Language Skills.	Etiquette guides. Party guides. *Esquire, Cosmopolitan, Vogue, Playboy Party Guide.*	Plan a brief coffee get-together. Visit ailing friend. Plan to attend an annual party, exhibit, affair.
9-10	Entertaining Visitors. (1) Sightseeing (2) New foods (3) Involvement in activities	See Instructional Objectives–Language Skills.	Maps, guides, menus, calendars.	Excursion, students take turn role playing tour guide.
11-12	Discuss world, local news that are current topics, e.g., election, Wilbur Mills. Review and evaluate benefits gained from class.	See Instructional Objectives–Language Skills.	Newspapers, radio, TV, news, communication media. Other.	Continued growing exposure to a growing range of information media.

3.4.5 ESL/ABE RELATED AREAS

WEEK	LESSON	OBJECTIVES	INSTRUCTIONAL MAT'L.	EVALUATION–PROOF
1-2	Clothing–sewing, buying. Types of clothing. Garment, fabrics, etc.	See Instructional Objectives on Consumer Ed.–Add and extend information to include sewing objectives.	Excursion to fabric shop. Tchr. made materials. Use of appropriate games.	Sew a garment, keep a record and compare cost of fabric against a ready-made dress price. Practice keeping an expense account.
3-4	Shelter/Housing. Renting/Buying a house. Economics. Budgeting. Banking and money.	Set up Instructional Objectives on Housing. Set up Instructional Objectives for Banking, Budgeting, etc. Ability to give change in coins and bills.	*Making the Most of Your Money, You and Your Money,* Steck Vaughn. Tchr. made materials. House plans. Budgets. Bank forms–checking, savings accounts, deposit and withdrawal slips.	Draw a simple house plan. Show and develop budget. Ability to figure rent, etc., keep a record of outgoing monies and balance it with that of incoming funds.
5-6	Transportation Directions–giving and receiving. Map reading.	See Instructional Objectives–Language Skills.	Tchr. made materials. Speakers: on car pools, busses, planes, trains. Maps, guides, etc. Transportation schedules.	Draw simple line maps from home to class. Read and understand bus and airline schedules. Study different types of maps.
7-8	Foods and Nutrition. Marketing.	See Instructional Objectives–Language Skills.	Tchr. made materials. Visit a supermarket. See: *How We Live,* Noble & Noble. Speaker from Office of Consumer Protection, Dept. of Home Economics. Food charts.	Plan a full week's menu.
9-10	Letter writing, postal area zip codes. Accidents–First-Aid. Hospital–Emergency. Doctors–finding, using.	Develop Instructional Objectives. Prepare to assist in emergencies. Learn to administer mouth-to-mouth resuscitation. First-aid in times of emergencies.	Tchr. made materials. Speaker from American Red Cross, local hospital.	Demonstration. Tests. Role play. Practice bandaging.
11-12	Functional–Current events. General Review.	Independent self-direction. Evaluate self.	Create individual self-evaluative material such as list of personal objectives.	Games. Sociometric evaluation to determine ability to get along with others.

3.5 A SCOPE AND SEQUENCE FOR DEVELOPING ESL CURRICULUM

The course of study which follows suggests a curriculum for four sequential groups. The number "four" is arbitrarily chosen. In Groups One through Three, the student focuses on the English necessary for practical communication. Completion of the first three groups will enable a student to successfully terminate his formal study feeling that his needs have been satisfied. Four extends and refines his study and skills. It is intended as a guide which you may use to establish a beginning, a middle and an end. It is based on a variety of commercial texts and teaching materials.

3.5.1 GROUP ONE – Beginning Students

I. Structure and Pronunciation.

A. Statement patterns for use of *IS, ARE, AM in present tense.*

1. Intonation patterns of statements, questions and short answers.
2. Word order of statements using *IS, ARE, AM*
   a. Use of determiners: *A, THE*
   b. Pronunciation of *THE, A, AN*–unstressed
3. Use of *SHE, HE, IT, THEY* with *IS* and *ARE*.

B. *Word order of statements contrasted with word order of questions using IS, ARE, AM.*

1. Use of full and contracted forms of *IS, ARE, AM.*
2. Pronunciation of *IT'S* and *THERE'S.*

C. Short answers in the affirmative and in the negative to questions with *IS, ARE, AM.*

1. Pronunciation of the *s, z,* and *iz* of plurals as in *CATS, WINDOWS,* and *DISHES.*
2. Pronunciation of contracted forms of *BE* with *HE, SHE, WE, YOU.*

D. Patterns for use of *verbs other than BE.*

1. Word order of statements contrasted withword order of questions with *DO.*
2. Pronunciation of *k* and *g.*
3. *-S* forms of third person singular used with *SHE, HE, IT,* and other singular nouns in statements.
4. Word order of questions with *DOES.*
5. Short answers in the affirmative and in the negative to questions *DO* and *DOES.*
6. Stress pattern of compound nouns.
7. Pronunciation of *t, d,* and *id* endings as in verbs like *LAUGHED, CALLED,* and *WANTED.*

E. Patterns for using *words of frequency.*

1. Position of frequency words (*USUALLY, SOMETIMES, OFTEN,* etc.) with *BE* contrasted with their position with verbs other than *BE.*
2. Pronunciation of *p* and *b.*
3. Use of *NEVER* in statements and use of *EVER* in questions.

F. Patterns for *expressions of place and time.*

1. Position for expressions of place and time. Example: *WE MEET THERE EVERY DAY.*
2. Pronunciation of *f* and *v* as in words like *FAN* and *VAN.*

G. Forms of *BE* used with *expressions of past time.*

1. Forms of *BE* correlated with expressions of past time in statements and questions.
2. Pronunciation of *θ* and *ð* as in *ETHER* and *EITHER.*
   a. Contrast of *d* with *ð* as in *DEN* and *THEN.*
   b. Contrast of *t* with *θ* as in *TIN* and *THIN.*

H. Formation of *verbs other than BE to be used with expressions of past time.*

1. Forms of verbs other than *BE* correlated with expressions of past time in statements and questions.
2. Short answers to questions with expressions of past time.
3. Pronunciation of *š, ž, č,* and *ǰ* as in words like *WASH, MEASURE, CHURCH,* and *JUDGE.*

I. Word order of *questions with interrogative words—example: WHO IS HE?*

J. Use of *AM, IS, ARE, and -ING form of verb to show action in progress.*

1. In statement patterns in contrast with statement patterns showing repeated action; and in question patterns without the interrogative word in contrast with question patterns using the interrogative word example: *I AM GOING TO TOWN, I GO TO TOWN EVERY DAY.* Example: *ARE YOU GOING TO TOWN? WHERE ARE YOU GOING?*
2. Pronunciation of *m, n,* and *ng.*

K. Position of *single word modifiers.* Example: *IT'S A GOOD SANDWICH.*

L. Use of *IS, ARE, AM, and GOING TO in expressions of future time.*

1. Statement patterns contrasted with question patterns.
2. Pronunciation of *l* and *r.*

M. Formation of negative statements.

1. *NOT* in statements and questions of present, past, and future time with *BE.*
2. *NOT* in statements and questions of present, past, and future time with

DO and the simple form of verbs.
3. Use of *NEVER, SELDOM, RARELY, SOME* and *ANY.*
4. Pronunciation of *w* and *y*.

N. Use of *A, THE, and substitute words with countable and noncountable nouns.*

1. Noncountable nouns without *A* and without plural forms as well as *THE.*
2. Pronunciation of the front vowels:
   a. ... *i* and *I* as in words like *EAT* and *IT.*
   b. ... *e* and *E* as in words like *LATE* and *LET.*
   c. Contrast of *I* with *E* as in words like *BIT* and *BET.*
   d. Contrast of *I, E,* and *i* as in *BIT, BET, BEAT.*
   e. ... *ϑ* as in *CAT.*
3. *A FEW, MANY, A LITTLE, MUCH,* etc., used with countable and noncountable nouns.

O. Formation of *request sentences.*

1. Stress and intonation pattern for formation of requests, etc.
2. Pronunciation of the middle vowels:
   a. ... *∂* and *a* as in words like *BUT* and *NOT.*
   b. Contrast of *a* with *ϑ* as in words like *NOT* and *BAT.*
   c. ... *ai* as in words like *BUY.*
   d. ... *∂r* as in words like *CURT.*

P. Irregular verbs having a vowel or consonant contrast to indicate past time.

Q. Pronunciation of the back vowels and glides.

1. ... *u* and *U* as in words like *LUKE* and *LOOK.*
2. ... *aU* as in words like *NOW.*
3. ... *o* and *ɔ* as in words like *COAT* and *CAUGHT.*
4. ... *OI* as in words like *BOY.*

II. Vocabulary Building.

A basic vocabulary of flexible content might include such items as:

- Numbers: cardinal to 1,000; cardinal to 100
- Common foods
- The telling of time
- Articles of clothing
- Eating utensils
- Parts of the body
- Furniture
- Family relationships
- Organic matter and minerals; wood, metal, rubber, etc.
- Colors
- Days of the week
- Months of the year—seasons

- Most important geographical names
- Common animals
- Names of occupations
- A few basic two-word verbs based upon verbs plus particles, e.g., *PUT ON, WAIT FOR, SIT DOWN, GET UP,* etc.
- Countable and noncountable nouns; e.g., *BUTTER* as opposed to *AN EGG,* etc.
- More commonly used opposite: adjectives, prepositions; etc., e.g., *GOOD-BAD, ON-OFF.*

III. Reading and Writing.

In beginning English, writing is quite limited, but not ignored. It should be used in direct relationship to the student's use and understanding of the spoken word in the class. Because of its influence on intonation, the question mark, the period, and the apostrophe are taught at this point. The students also begin sentences with capital letters.

Suggested proportions of time to be devoted to utilizing the skills of the language are as follows:

Listening 40%
Speaking 40%
Reading 15%
Writing 5%

3.5.2 GROUP TWO – Intermediate Students

I. Structure and Pronunciation.

A. *Review* structures and pronunciation from group one.

B. *Use of substitute words* in *modification patterns.*

1. *OTHER* and *ANOTHER* used as nouns in contrast with their use as modifiers of nouns.
2. Objective form of personal pronouns in the object position.

C. Patterns in which *TO ME, FOR ME,* and *ME are used with certain verbs.*

D. *Word order for expression of manner.* Example: *HE READ THE BOOK RAPIDLY LAST WEEK.*

E. Use of *question word order and statement word order in questions.* Example: *IS JOHN HERE? JOHN IS HERE, ISN'T HE?*

F. Use of *CAN, SHOULD, MUST, WILL, MIGHT, MAY.*

G. Use of a *pattern of connecting statements.*

1. ... *AND* ... *TOO* contrasted with ... *AND* ... *EITHER.*
2. ... *BUT* ...
3. Pronunciation of consonant clusters: *sp* as in words like *SPECIAL.*

H. Use of the *two-word* verbs; e.g., *GET UP.*

1. In a separable pattern and in an inseparable pattern.
2. Pronunciation of consonant clusters: *st, sk, sn, sm, sl,* and *sw* as in words like *STATE, SKATE, SNOW, SMALL,* etc.

I. Formation of *statements and answers using WHY and WHO.*

J. *Structures* involving use of *TO and FOR.*

1. *FOR* and *TO* plus other words as modifiers after some kinds of quality words. Example: *HE IS VERY NICE TO ME.*
2. Position of *VERY, TOO,* and *ENOUGH.*
3. Use of the noun or pronoun after certain action words. Example: *HE BOUNCED THE BALL HARD.*
4. Pronunciation of final consonant clusters: Consonant + *s,* consonant + *t,* consonant + *z,* and consonant + *d* as in words like *BATS, STOPPED, BAGS,* and *USED.*

K. Use of *additional patterns for subject position* and other forms.

1. *IT* or *THERE* as the subject.
2. *-'S* as a contraction and to show possession.
3. Pronunciation of final consonant clusters: two consonants + *s* as in words like *HELPS.*

L. Use of *comparisons.*

1. Comparison with *LIKE, THE SAME AS, DIFFERENT FROM, THE SAME ... AS.*
2. Comparisons with ... *-ER THAN* and *MORE ... THAN, OF THE ...-EST,* and *THE MOST.*
3. Intonation and stress paterns used in comparisons.
4. Pronunciation of final consonant clusters: two consonants + *t* as in words like *HELPED.*

II. Vocabulary Building.

- Government agencies
- Health and health practices
- Clothing and clothing materials
- Shopping expressions
- Holidays
- Family—names of more distant
- Occupations and some responsibilities within them
- Simple synonyms, antonyms, and homonyms

III. Reading and Writing.

As in group one, writing should be used in direct relationship to the student's use and understanding of the spoken word in class, and may be practiced by writing from simple dictation or writing answers to questions based on reading and conversation materials.

Reading should be based on class materials and texts as well as on the student's understanding of spoken material. Students should practice silent reading, choral-oral reading, and individual-oral reading with emphasis on rhythm, stress, and intonation.

Suggested proportions of time which might be spent in developing skills are:

Listening-Speaking	45%
Reading	35%
Writing	20%

3.5.3 GROUP THREE – Intermediate/Advanced Students

I. A. Review structure and pronunciation taught in group one and group two.

B. *Included sentences.*

1. To modify nouns. Example: *THE BOOK THAT HAS THE INFORMATION IS IN THE LIBRARY.*
2. Pronunciation of final consonant cluster: two consonants + *z* as in words like *STANDS.*
3. Pronunciation of final consonant clusters: two consonants + *d* as in words like *SOLVED.*
4. *WHO, WHAT, WHEN,* etc. in object position. Example: *I KNOW WHO CAME TO SEE YOU.*
5. Included sentences of independent statement pattern used in the object position. Example: *I KNOW THAT YOU HAVE IT.*

C. Use of *HAVE (HAS) and HAD.*

1. *HAVE (HAS)* + the *-ED/-EN* form of verbs as used in present perfect complete structures.
2. *HAVE (HAS)* + *BEEN* + the *-ING* form of verbs as used in present perfect continuous structures.
3. *HAD* in these patterns.

D. Those uses of *BE.*

1. *BE* + the *-ED/-EN* form of verbs. Example: *THE LESSONS ARE WRITTEN EVERY DAY.*
2. Used with *STILL, ALREADY, ANY MORE, YET.* Example: *MARY IS STILL SPEAKING SPANISH.*

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3. Used with *-ED/-EN* and *-ING* to describe. Example: *MARY IS AN INTERESTING GIRL.*
4. *BE* + two-word verbs and the *-ING* form or content words. Example: *HE WASN'T USED TO SMOG.* Example: *HE WASN'T USED TO SWIMMING.*

E. Use of *different structures for verb modification.*

1. Omission of *TO* after certain verbs. Example: *I LET THEM READ THE LETTERS.*
2. *WISH (THAT)* + statement pattern. Example: *I WISH THAT I COULD GO.*

F. Formation of *conditional patterns.*

1. Use of words like *SHOULD, COULD, MIGHT,* and *MUST.* Example: *WE SHOULD HAVE CALLED YOU LAST NIGHT.*
2. Use of words like *BECAUSE, IF* and *THUS.* Example: *HE IS EATING BECAUSE HE IS HUNGRY.*

G. *Forms* used *in object structures and for modification.*

1. *-ING* forms used with verbs. Example: *MARY ENJOYS WORKING WITH CHILDREN.*
2. Certain verbs followed by two nouns with the same referent. Example: *WE APPOINTED JOHN TREASURER.*
3. Verbs followed by an object and one or two describing words. Example: *HE WANTS HIS CAR PAINTED YELLOW.*
4. Verbs followed by an object and a describing word or an *-ING* form. Example: *THEY SAW A MAN STANDING ON HIS HEAD.*
5. *-ING* forms used in the position of the subject as opposed to *-ING* forms used at the beginning of sentences and referring to the subject. Example: *PLAYING ALL DAY MADE THE CHILDREN TIRED.* Example: *PLAYING ALL DAY, THE CHILDREN BECAME TIRED.*

H. Sequence of sentences.

1. Sequences of sentences related by *THEREFORE, ALSO,* and *HOWEVER.*
2. Sequence of sentences related by initial expressions of time or place.
3. Sentences of restatement introduced by *IN OTHER WORDS.*

II. Vocabulary Building.

- Educational opportunities
- Music, literature, the arts
- Leisure-time activities
- Government
- Travel
- Prefixes
- Postal procedures
- Suffixes
- Derivations
- Synonyms
- Antonyms
- Homonyms
- Idioms
- Hyphenation of words

- Insurance procedures
- Driving
- Traffic regulations
- Purchasing suggestions

III. Reading and Writing.

At this level, more time is devoted to reading and writing. Reading skills are sharpened and expanded as necessary tools for obtaining information. Reading comprehension is evaluated through oral or written questions and discussions.

Writing skills are developed to meet the needs of daily living as well as the more formal requirements of education. Give practice in writing dictated sentences, short paragraphs and letters, using the grammatical structures which have been taught.

Suggested proportion of time:

Listening-Speaking	40%
Reading	40%
Writing	20%

3.5.4 GROUP FOUR – Advanced Students

By the time the student has reached the advanced refinement and expansion of the material already introduced in previous classes. At these levels there is more emphasis on reading and writing in such contextual materials as will help the student to gain insight into social problems of our society, of labor and industry, the American philosophy and way of life, etc.

Attention could be given to the spelling patterns below:

1. Spelling vowel sounds, *I* and *i*.
2. Spelling vowel sounds, *e* and *E*.
3. Spelling vowel sounds, *I*, *E*, and *i*.
4. Spelling vowel sound, ϑ.
5. Spelling vowel sounds, α and ∂.
6. Spelling sounds of glides, ↄ| and ∂τ.
7. Spelling sounds of glides, *au* and *oi*.

Taken from: TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS; A Prospectus for Teachers; Methodology, Philosophy and Techniques for Teaching English as a Second Language for the Teacher of Adults in Public Schools, Private Industry, Service Organizations, Church and Other Training Programs. By Patricia Heffernan-Cabrera; Program for Teachers of English to Speakers of Other Languages (TESOL); School of Education, University of Southern California, Los Angeles; 1970.

TEST LOCATOR

3.6	NAME OF TEST	Non-Reader	0-4	5-8	9-12	College Placement	Paper/Pencil	Oral
3.6.1	ESL Placement Test		x	x			x	
3.6.2	Diagnostic Test for Students of English as a Second Language					x	x	
3.6.3	Oral Placement Test for Adults	x	x	x	x			x
3.6.4	Comprehensive English Language Test for Speakers of English as a Second Language				x		x	
3.6.5	A Comprehensive English Language Test for Speakers of English as a Second Language				x		x	
3.6.6	A Comprehensive English Language Test for Speakers of English as a Second Language				x		x	
3.6.7	English-Second-Language Placement Test. EPT 100-200-300		x	x			x	
3.6.8	Ilyin Oral Interview Test	x	x	x	x			x
3.6.9	English-Second-Language Placement Tests. EPT 400-500-600			x	x		x	
3.6.10	An English Reading Test for Students of English as a Foreign Language					x	x	
3.6.11	Test of Aural Comprehension. Forms A, B & C					x	x	
3.6.12	Test of Aural Perception in English for Latin American Students					x	x	
3.6.13	Examination in Structure			x	x		x	
3.6.14	Test of Aural Perception in English for Japanese Students					x	x	
3.6.15	ESL Test			x	x		x	
3.6.16	Placement Test for Speakers of Other Languages		x	x	x		x	x
3.6.17	ELI English Achievement Series			x	x		x	
3.6.18	Oral Placement Test		x	x	x			x
3.6.19	Oral Production Tests		x	x	x			x
3.6.20	English Placement Test			x			x	
3.6.21	Michigan Test of English Language Proficiency. Forms A, B, C					x	x	
3.6.22	Michigan Test of Aural Comprehension					x	x	

3.6 AN ANNOTATED LIST OF ADULT ESL EXAMS

3.6.1 Calexico Intercultural Design. ESL PLACEMENT TEST: grammar. Levels 1 & 2. Calexico, California: Calexico Unified School District.

Measures beginning and intermediate students' proficiency in grammar. Strictly paper and pencil exam consisting of two parts with 50 multiple choice items in each part. Part one has instructions in English and Spanish.

3.6.2 Davis, A.L. DIAGNOSTIC TEST FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE. New York: McGraw-Hill Book Co., 1953.

A 60-minute paper and pencil test of 150 multiple choice items to measure readiness for college. Scoring and interpretation provided. No norms or data on reliability.

3.6.3 Ferrel, Allen. ORAL PLACEMENT TEST FOR ADULTS. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, Inc., 1971.

Measures English oral production and aural proficiencies of adults via structured individual interview. Time of administering varies according to each student's proficiency. An emphasis placed on determining a person's ability to use English as a functional tool of communication. Proficiency scales (elementary, intermediate, advanced, exempt) based on aural comprehension and speaking.

3.6.4 Harris, David P. and Leslie A. Palmer. COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE: listening. New York: McGraw-Hill Book Co., 1970.

Measures intermediate and advanced students' comprehension of short statements, questions, and dialogues recorded by U.S. speakers. Two sections: answering questions, understanding statements. 40 minutes. 50 multiple choice items. Reliability and norms available.

3.6.5 Harris, David P. and Leslie A. Palmer. A COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE: structure. New York: McGraw-Hill Book Co., 1970.

Tests intermediate and advanced students' ability to manipulate grammatical structure in spoken English. 45 minutes. 75 multiple choice items. Reliability and norms available.

3.6.6 Harris, David P. and Leslie A. Palmer. A COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE: vocabulary. New York: McGraw-Hill Book Co., 1970.

Tests intermediate and advanced students' knowledge of lexical items occurring in advanced English readings. 35 minutes. 75 multiple choice items. In two

parts: completion of sentences, selection of one word equivalent to a phrase. Reliability and norms available.

3.6.7 Ilyin, Donna. ENGLISH-SECOND-LANGUAGE PLACEMENT TEST. EPT 100-200-300. Forms A & B. San Francisco: San Francisco Community College District, Alemany Adult School, 1971.

May serve as either an achievement or a placement test. 50 multiple choice items on English structure. 30 minute test. Used to place students in lower levels of ESL: beginning-low and high; intermediate-low and high. Standardized on adult students.

3.6.8 Ilyin, Donna. ILYIN ORAL INTERVIEW TEST. Rowley, Mass: Newbury House Pub., 1972.

An individually administered test of oral production and comprehension only. Appropriate for beginning to advanced adults. Takes from 5-30 minutes since test ends at frustration level. Distinguishes those students who can ask and answer questions with correct content but who use incorrect structure. Short form scoring or a more analytic form permitted by taped transcription of answers. Provided: form correlations, reliability, standard error, native speaker samples for each item, a list of common mistakes by various language groups, two alternate forms.

3.6.9 Ilyin, Donna, Jeanette Best and Virginia Biagi. ENGLISH-SECOND-LANGUAGE PLACEMENT TEST. EPT 400-500-600. Forms G & H. San Francisco: San Francisco Community College District, Alemany Adult School, 1971.

May serve as either an achievement or a placement test. 50 multiple choice items on English structure. 30 minute test to place students in higher ESL levels: intermediate-high; advanced-low and high. Standardized on adult students.

3.6.10 King, Harold V. and Russell N. Campbell. AN ENGLISH READING TEST FOR STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE. Portland, Oregon: English Language Services, 1956.

30 minute silent reading comprehension test of 50 multiple choice items—32 of which measure paragraph comprehension. For college placement only; 70% minimum score for recommendation to a university. No data on reliability. Interpretation of scores provided.

3.6.11 Lado, Robert. TEST OF AURAL COMPREHENSION. Forms A, B & C. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1957.

A proficiency test to place students in college classes. May be group administered; examiner reads aloud and students select appropriate pictures. 40 minutes. 60 multiple choice items. Can be scored in 30 seconds. Proficiency and progress norms available.

3.6.12 Lado, Robert. TEST OF AURAL PERCEPTION IN ENGLISH FOR LATIN-AMERICAN STUDENTS. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1957.

A 50-minute group test to see how well a student has learned to hear phonemic contrasts of English. 100 multiple choice items. Not intended as a measure of English proficiency in order to admit a student to other academic work. Useful to pronunciation teachers.

3.6.13 Lado, Robert and Charles Fries. EXAMINATION IN STRUCTURE. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1947.

Tests basic grammatical patterns. Eleven parts. 150 items. Appropriate for native speakers of French, Portuguese, and Spanish. Reliability and norms available.

3.6.14 Lado, Robert and R.D. Andrade. TEST OF AURAL PERCEPTION IN ENGLISH FOR JAPANESE STUDENTS. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1950.

To diagnose the sound perception difficulties of Japanese speakers learning English. Parts 1 & 2 with 50 items in each. 23 problem sounds tested.

3.6.15 Mills, Don. ESL TEST. Long Beach, California: Long Beach Community College District.

100 multiple choice items: 1-20 student listens to sentence and then selects correct answer; 21-100 student selects the grammatically correct response.

3.6.16 Perlman, Alice. PLACEMENT TEST FOR SPEAKERS OF OTHER LANGUAGES. Brooklyn, N.Y.: Adult Basic Education Program, NYC Board of Education, 1972.

Four parts: (1) Test of oral reception and production—individual answers questions and has free oral production. (2) Test of oral Spanish reading to determine reading ability in student's native language. (3) Test of silent Spanish reading comprehension reading passages followed by multiple choice items. (4) Test of silent English reading comprehension.

3.6.17 Pillsbury, Paul W., Randolph Thrasher, and John Upshur. ELI ENGLISH ACHIEVEMENT SERIES. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1963.

A series of nine exams covering aural comprehension, grammar, and vocabulary in context to determine the achievement of English as a foreign language of students who have been using the Lado-Fries texts: *English Sentence Patterns, English Pattern Practice, Lessons in Vocabulary*. Each test has 50 multiple choice items with 30 minutes maximum for each exam.

3.6.18 Poczik, Robert. ORAL PLACEMENT TEST. Albany, N.Y.: Bureau of Basic Continuing Education, State Education Department.

A five-minute orally and individually administered placement exam which places students in one of three ESL levels or exempts him from the ESL track. Fifteen stimulus-response items with suggested questions for free conversation which yield three scores: auditory comprehension, oral production, conversation.

3.6.19 Poczik, Robert. ORAL PRODUCTION TESTS. Levels 1-3. Albany, N.Y.: Bureau of Basic Continuing Education, State Education Department.

Totally oral achievement tests of less than 10 minutes each. Content and sequence of tests follows that of *Orientation in American English* (likely to be inappropriate when other texts are used). Varied format: stimulus-response items, a free conversation section, an oral rating scale. Yields three scores: auditory comprehension, oral production, conversation. Criteria provided for going from one level to another.

3.6.20 Spaan, Mary and Laura Strowe. ENGLISH PLACEMENT TEST. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1972.

For intermediate students. 100 problems: listening comprehension—20, grammar—30, vocabulary—30, reading—20. 75 minutes.

3.6.21 Upshur, John *et al.* MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY: Forms A, B, C. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1962.

To predict academic success of non-native speakers of English who are entering an American university. 75 minutes to administer. Multiple choice items: 40—grammar, 40—vocabulary, 20—reading questions.

3.6.22 Upshur, John, Mary Spaan, and Randolph Thrasher. MICHIGAN TEST OF AURAL COMPREHENSION. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1972.

Measures ability of non-native speaker of English to understand English structures. For those who wish to pursue academic careers in universities. Forms 1, 2, or 3 are presented orally. 90 multiple choice items in each form.

Compiled by: John Daugherty
Joanna Sculley

ESL/ABE Consultants
Bilingual Education Service Center
Mt. Prospect, Illinois

3.7 A PARTIAL SELECTION OF COMMERCIAL TEXT BOOKS

The books listed below by ESL levels include a fair sampling of commercial materials available. This list is not intended to imply *any* recommendations for use. It is only meant to give an indication of the range available.

In general teachers select texts at the level they are teaching. Selecting a text at a higher level invalidates the book for continuing students. However, teachers should feel free to select a text from a lower level if the needs of a class so indicate and if the students in the class have not used the book before.

Spellers, readers, grammars and newspapers written for native speakers of English are listed at level 6. Your staff should make an effort to use these supplements as soon as possible at each of the program levels.

	Beginning		Inter-mediate		Advanced	
	Low	High	Low	High	Low	High
	L.1	L.2	L.3	L.4	L.5	L.6
American Classics: Bret Harte's *Outcasts of Poker Flat* and *Luck of Roaring Camp* (Dixson; Regents)				x	x	
American English Reader (Taylor; McGraw-Hill)						x
American Folktales I (Binner; Crowell)				x		
Ananse Tales (Dykstra; Teacher's College Press)					x	
Basic Reading Skills for High School (Monroe Horsman; Scott-Foresman)						x
Be a Better Reader B (Smith; Prentice-Hall)					x	
Beginning American English (Mitchell; Prentice-Hall)	x					
Beginning Lessons in English (Fisher and Dixson; Regents)	x					
Ananse Tales Workbook (Dykstra; Teacher's College Press)					x	

	L.1	L.2	L.3	L.4	L.5	L.6
Building English Sentences with Adverbs (Hall; Regents)				x		
Building English Sentences with BE (Hall; Regents)		x				
Building English Sentences with Two Verbs (Hall; Regents)			x			
Building English Sentences with Verbals (Hall; Regents)					x	
Contemporary Spoken English Book I and part of Book II (Kane & Kirkland; Crowell)	x					
Contemporary Spoken English Book II (last part) and Book III (Kane & Kirkland; Crowell)		x				
Contemporary Spoken English Books IV, V and VI (Kane & Kirkland; Crowell)			x			
Cowboys in Alaska (Collier-Macmillan)			x			
Drills and Exercises in English Pronunciation: Consonants and Vowels—Supplementary (ELS; Collier-Macmillan)					x	x
Drills and Exercises in English Pronunciation: Stress and Intonation Part I—Supplementary text (ELS; Collier-Macmillan)					x	x
Drills and Exercises in English Pronunciation: Stress and Intonation Part II—Supplementary text (ELS; Collier-Macmillan)					x	x
English Conversation Practice (Taylor; McGraw-Hill)				x		
English Conversation Practices (Phinney, University of Michigan)					x	
English Dialogues for Foreign Students—Supplementary (Paratore; Holt Reinhart & Winston)					x	x
English Duden Dictionary—Supplementary (MLD; Harrap & Co., Ltd.)	x	x	x	x	x	x
Building English Sentences with One Verb (Hall; Regents)		x				
English for Today Book One (NCTE; McGraw-Hill)	x					
English for Today Book Two (NCTE; McGraw-Hill)		x				
English for Today Book Three (NCTE; McGraw-Hill)				x		
English for Today Book Four (NCTE; McGraw-Hill)					x	
English for Today Book Five (NCTE; McGraw-Hill)						x
English for Today Workbook; Book One (Breckenridge; McGraw-Hill)	x					
English for Today Workbook: Book Two (Breckenridge; McGraw-Hill)		x				
English Grammar Exercises Book One (ELS; Macmillan)	x					
English Grammar Exercises Book Two (ELS; Collier Macmillan)		x	x	x		

	L.1	L.2	L.3	L.4	L.5	L.6
English Grammar Exercises Book Three (ELS: Collier Macmillan)					x	x
English Is Spoken; An Intermediate Text in Conversational English (Wohl & Metcalf; Washington Publications)				x		
English 900 Book One (ELS; Macmillan)	x					
English 900 Books Two and Three (ELS; Macmillan)		x				
English 900 Book Four (ELS; Macmillan)			x			
English 900 Book Five (ELS; Macmillan)					x	
English 900 Book Six (ELS; Macmillan)						x
English Pattern Practices—Lessons 1-15 (Lado & Fries; University of Michigan)			x			
English Pattern Practices—Lesson 16 to end (Lado & Fries; University of Michigan)				x		
English Sentence Patterns—Lessons 1-15 (Lado & Fries; University of Michigan)			x			
English Sentence Patterns—Lesson 16 to end (Lado & Fries; University of Michigan)				x		
English Pronunciation—Supplementary text (Lado & Fries; University of Michigan)	x	x	x	x		
English Sounds and Their Spellings (Allen; Crowell)	x	x	x			
English Step by Step with Pictures (Boggs and Dixson; Regents)	x					
English Stress and Intonation—Supp. (Croft; ELS)	x	x	x	x		
English This Way Books 1 and 2 (ELS; Macmillan)	x					
English This Way Books 3 and 4 (ELS; Macmillan)		x				
English This Way Books 5 and 6 (ELS: Macmillan)			x			
English This Way Books 7 and 8 (ELS; Macmillan)				x		
English This Way Books 9 and 10 (ELS; Macmillan)					x	
English This Way Books 11 and 12 (ELS; Macmillan)						x
English Your New Language, last part Book I and first part Book II (Bernardo & Pantell; Silver-Burdett)			x			
Essential Idioms—Supplementary (Dixson; Regents)			x	x	x	x
Everyday Dialogues in English; A Practice Book in Advanced Conversation (Dixson; Regents)					x	

	L.1	L.2	L.3	L.4	L.5	L.6
Facts or Fiction (Collier-Macmillan)						x
Family Life in the U.S.A. (Alesi & Pantell; Oxford University)		x				
The Food We Eat (Hall; Regents)				x		
Four Short Mysteries (Collier-Macmillan)						x
Graded Exercises in English—Supplementary (Dixson; Regents)		x				
Guided Composition Writing (Baskoff; Chilton)						x
Guided Writing and Free Writing (Selected sections) (Robinson; Harper and Row)				x	x	
Handbook of American Idioms—Supplementary (Whitford & Dixon; Regents)						x
Handwriting for Students of English as a Second Language (Kittle; American)	x					
Idiom Drills for Students of English as a Second Language—Supplementary (McCallum; Crowell)						x
Imaginary Line Handwriting, Beginning Cursive (Townsend; Steck-Vaughn)	x					
Intensive Course in English Elementary Part I (ELS)	x					
Intensive Course in English Elementary Part II (ELS)		x				
Intensive Course in English Volume II, Advanced 1 (ELS)						x
International Folk Tales I (Binner; Crowell)					x	
International Folk Tales II (Binner; Crowell)						x
Island of Truth (Collier-Macmillan)				x		
The Key to English Adjectives I, Adjectives II, Figurative Expressions, Nouns, Prepositions I, Prepositions II, Two-word Verbs, Verbs (Collier-Macmillan)						x
Lado English Series, Book I (Lado; Regents)	x					
Lado English Series, Book II (Lado; Regents)		x				
Lado English Series, Book III (Lado; Regents)			x			
Lado English Series, Book IV (Lado; Regents)				x		
Lado English Series, Book V (Lado; Regents)					x	
Lado English Series, Book VI (Lado; Regents)						x
Lado English Series, Workbook I (Lado; Regents)	x					
Lado English Series, Workbook II (Lado; Regents)		x				

	L.1	L.2	L.3	L.4	L.5	L.6
Lado English Series, Workbook III (Lado; Regents)			x			
Lado English Series, Workbook IV (Lado; Regents)				x		
Lado English Series, Workbook V (Lado; Regents)					x	
Lado English Series, Workbook VI (Lado; Regents)						x
Language and Life in the U.S.A. (Doty & Ross; Harper & Row)						x
Learning American English (Taylor; McGraw-Hill)		x				
Learning to Use English, Book 1 (Finocchiaro; Regents)	x					
Learning to Use English, Book 2 (Finocchiaro; Regents)		x				
Let's Learn English Beginning Course, Part 1 (Wright & McGillivray; American)	x					
Let's Learn English Beginning Course, Part 2 (Wright & McGillivray; American)		x				
Let's Learn English—Intermediate Book (Write & Van Syoc; American)			x			
Let's Write English Book I (Wishon-Burks; American)						x
Life with the Taylors (McGillivray & Szokoli; American)					x	
Listen & Guess, Laboratory Book 2 (Allen & Allen; McGraw-Hill)					x	
Listen & Guess, Laboratory Book 3 (Allen & Allen; McGraw-Hill)						x
Man and His World (Kurilecz; Crowell)						x
Manual of American English—Supplementary (Prator; Holt, Rinehart & Winston)				x	x	x
Mastering American English (Taylor; McGraw-Hill)				x		
Mastering American English (Hayden; Pilgrim & Haggard; Prentice-Hall)						x
Mastering Spoken English Workbook I (Taylor; McGraw-Hill)		x				
Men Who Made America, Founders of a Nation (DaCruz; Crowell)				x		
The Mitchel Family (Collier-Macmillan)					x	
Modern American English Book I (Dixson; Regents)		x				
Modern American English Book II (Dixson; Regents)			x			
Modern American English Book III (Dixson; Regents)				x		
Modern American English Book IV (Dixson; Regents)					x	
Modern English Essay Work Book (Crowell; McGraw-Hill)						x

	L.1	L.2	L.3	L.4	L.5	L.6
Modern English Primer Part 1 (King & Campbell; ELS)	x					
Modern English Primer Part 2 (King & Campbell; ELS)		x				
Modern Short Stories in English Advanced Reader (Dixson; Regents)						x
Modern Spoken English (Crowell; McGraw-Hill)						x
New Horizons in English Books 1-5 (Addison Wesley)	x	x	x	x	x	x
New Horizons in English Workbooks 1-5 (Addison Wesley)	x	x	x	x	x	x
News For You—Form A—Supplementary (Laubach; Laubach)			x	x		
News For You—Form B *(Laubach; Laubach)*					x	
Orientation in American English, Level I, Text 100 (Blue) (IML)	x					
Orientation in American English, Level 2, Text 101 (Yellow) (IML)	x					
Orientation in American English, Level 1 Workbook 100A (Blue) (IML)	x					
Orientation in American English, Level 2 Workbook 102A (Yellow) (IML)	x					
Orientation in American English, Level 2 Reader 101C (Yellow) (IML)		x				
Orientation in American English, Level 3 Reader 102C (Orange) (IML)		x				
Orientation in American English, Level 3 Text 102 (Orange) (IML)		x				
Orientation in American English, Level 3 Workbook 102A (Orange) (IML)		x				
Orientation in American English, Level 4 Reader 103C (Green) (IML)			x			
Orientation in American English, Level 4 Tapebook 103B (Green) (IML)			x			
Orientation in American English, Level 4 Text 103 (Green) (IML)			x			
Orientation in American English, Level 4 Workbook 103A (Green) (IML)			x			
Orientation in American English, Level 5 Text 104 (Gray) (IML)				x		
People in Fact and Fiction (Allen; Crowell)					x	
People in Livingston (Allen; Crowell)				x		
The People Speak (Collier-Macmillan)		x				
Practical Conversation in English for Advanced Students (Hall; Regents)				x		
Practical Conversation in English for Intermediate Students (Hall; Regents)		x				
A Practical English Grammar (ELS; Collier-Macmillan)						x
Practice Your English (Wright; American)			x			

	L.1	L.2	L.3	L.4	L.5	L.6
Practicing American English (Taylor; McGraw-Hill)	x					
The Presidency in Conflict (Collier-Macmillan)						x
Pronunciation Course in English for Foreign Students—Supplement (Croft; Washington Pub. ALI)	x	x	x	x		
Pronunciation Exercises in English—Supplementary (Clary & Dixon; Regents)		x	x			
Pronunciation Handbook for Foreign Students—Supplementary (Grosvenor; Out of Print)	x	x	x	x	x	x
Rapid Review of English Grammar (Praninskas; Prentice-Hall)						x
Reader's Digest Readings Book One (Reader's Digest Service)		x				
Reader's Digest Readings Books Two & Three (Reader's Digest Service)			x			
Reader's Digest Readings Book Four (Reader's Digest Service)				x		
Reader's Digest Readings Book Five (Reader's Digest Service)					x	
Reader's Digest Readings Book Six (Reader's Digest Service)						x
Reading & Conversation for Intermediate & Advanced Students (ELS)				x		
Reading Improvement Exercises for Students of English as a Second Language (Harris; Prentice Hall)					x	
Reading and Word Study (Croft; Prentice-Hall)						x
Regent's English Workbook Book 1 (Dixson; Regents)	x					
Review Exercises in English Grammar (Rankin & Kane; IML)		x				
R.S.V.P. Book 2 (Lewis; Amsco)					x	
R.S.V.P. Book 3 (Lewis; Amsco)						x
Russels of Hollytree Circle (Collier-Macmillan)						x
Scenes of America (Collier-Macmillan)					x	
Science Research Associates Reading for Understanding (Science Research Associates)						x
Second Book of American English (Pantell; Oxford)				x		
Signs of Life (Hall; Regents)			x			
The Silver Elephant (Collier-Macmillan)		x				
Sovereign Talisman (ELS; Macmillan)						x
Special English Engineering Book I (ELS; Collier-Macmillan)					x	

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	L.1	L.2	L.3	L.4	L.5	L.6
Special English Journalism Book I (ELS; Collier-Macmillan)					x	
Special English Medicine Book I (ELS; Collier-Macmillan)						
Spoken English—General Notes (Sutherland; SFUSD)	x					
SRA Reading Laboratory III B (Parker; Science Research Associates)						x
Stories to Surprise You (Collier-Macmillan)					x	
Story of My Life (Keller; Collier-Macmillan)					x	
Success in Reading—Book I (Shater-Macdonald; Silver-Burdett)						x
Ten Great Americans (McGillivray; American)						x
The USA: The Land and the People (Dixson; Regents)					x	
The USA: Men and History (Dixson; Regents)					x	
The USA: Men and Machines (Chapman; Regents)					x	
Three Detective Stories (Collier; Macmillan)						x
Toward a Better World (McGillivray; American)					x	
Twelve Famous Americans (Collier-Macmillan)					x	
Utterance Response Drills for Students of ESL (Alter, Collier & Steinberg; Prentice-Hall)						x
The Vanishing Lady (Collier-Macmillan)						x
The Virginian (Wister; Collier-Macmillan)						x
Vocabulary in Context—Supplementary (Franklin, Meikle, Strain; University of Michigan)		x	x			
Winston Dictionary for Schools—Supplementary (Holt, Rinehart & Winston)			x	x	x	x
Writing English (Ross & Doty; Harper & Row)						x
Writing Through Understanding (Arapoff; Holt, Rinehart and Winston)						x
Your Family and Your Job (Cass; Noble & Noble)		x				

Based on the San Francisco College District ESL Master Plan, Phase II, 1972.